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ABSTRACT

A random sample of 60 ninth grade students from each of four schools in suburban areas of Chicago was obtained to ascertain student interest in vocational education, more specifically in applied biological and agricultural occupations, by means of a Career Interest Inventory. Mean item scores were obtained in order to make a comparison between scales on the Inventory. Interest in applied biographical and agricultural occupations compared favorably with industrial and health-oriented occupations. Implementation of a program in applied biological and agricultural occupations was deemed feasible because more than 10 percent of the students expressed interest in animal science, agribusiness, plant science, forestry, agricultural mechanics, and agricultural resources. Courses common to several areas should be developed, taking into account high interest in occupational areas involving forests, air, water, and recreation. Student interest in related business and office occupations was strong for most areas of specialization on the Inventory. Tables display the data. (AG)

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VOCATIONAL INTEREST OF STUDENTS IN THE SUBURBAN AREA OF CHICAGO

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by

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Research Report

March 1972

Agricultural Education Division
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VOCATIONAL INTEREST OF STUDENTS IN THE

SUBURBAN AREA OF CHICAGO

INTRODUCTION

Students, their interests, their concerns, and their happiness should be the focus and basic concern of any research or innovation in education. The basic premise on which the Metropolitan Agricultural Project (MAP) originated was the belief that many youngsters in the Chicago metropolitan area would enjoy careers where creativity rather than routine is valued and where helping living things grow is often the focus. Thus, the project researchers were interested in determining the interests of students in the metropolitan area of Chicago in applied biological and agricultural occupations.

This project extended beyond the scope of detecting student interests in applied biological and agricultural occupations to include a survey of an array of occupations for which vocational education has been offered. It was anticipated that upon understanding the interests of the students, the research team would be in a better position to assess the value of the resources which a program in applied biological and agricultural occupations can avail to a suburban student population in comparison to other vocational areas.

It is often assumed that there is no value in offering a program in applied biological and agricultural occupations in a metropolitan area because of the limited job market in these occupations. The job opportunity research done by the researchers has proven this assumption to be fallacious. The question of whether a program should be offered is largely dependent on the interests of the students. This phase of the study is intended to ascertain the interests of the students.

PROCEDURES

Included in this section are the procedures for instrumentation, identification of the population, selection of the sample and data analysis.

Instrumentation

The Career Interest Inventory (CII), developed concurrently with but not as part of the project, was employed to measure student interest in five areas of vocational education: 1) applied biological and agricultural occupations, 2) business, marketing and management occupations, 3) industrial oriented occupations, 4) health occupations, and 5) personal and public service occupations. A total of 58 scales were included in the instrument.

Validity. The instrument has face validity based on the fact that each scale described representative activities involved in a particular occupation as described in an Occupational Code Book. (1970)

Reliability. The internal consistency of the scales is reported in Table IV-1. This reliability measure shows that most scales are highly consistent with the range of r's being from .42 to .96. Of the 58 scales, 42 or 72.41 percent had internal consistency coefficients of .70 or greater. Based on a low N of 249 these scales appeared to be highly consistent.

Population and sample

The population consisted of ninth-grade students from that part of the suburban area included in the 46 suburbs contiguous to the city of Chicago. A random sample was obtained by randomly ordering the schools and contacting them in order until four cooperating schools were secured. Five schools were contacted in order to obtain the four cooperating schools. A random sample of approximately 60 ninth grade students was obtained from each school. The instrument was administered to the students during school hours, thus assuring participation.

Data Analysis

Scale scores were obtained for each of the 58 scales included in the instrument for each student in the sample by summing the responses such that

Table IV-1. Internal Consistency Coefficients of the CII Scales

Area	Scale	Number of Items	Coefficient
Applied Biological and Agricultural	Animal Science	11	.87
	Plant Science	6	.80
	Farm Mechanics	3	.88
	Agricultural Mechanics	9	.92
	Agricultural Business Management	5	.86
	Agricultural Supply and Services	7	.88
	Agricultural Products	5	.58
	Ornamental Horticulture	11	.84
	Agricultural Resources	4	.69
	Forestry	6	.82
Business Marketing and Management	Business Marketing	5	.67
	Advertising Services	2	.47
	Apparel and Accessories	2	.75
	Automotive	3	.76
	Finance and Credit	2	.49
	Food Distribution	3	.76
	Food Services	2	.42
	General Merchandising	2	.45
	Hardware	2	.56
	Home Furnishing	2	.67
	Industrial Marketing	2	.77
	Insurance	2	.80
	Real Estate	3	.69
	Recreation and Tourism	4	.61
	Transportation	2	.64
	Office Occupations	5	.77
	Business Data Processing	4	.86
	Filing and Clerical	3	.48
	Information and Communication	8	.89
Industrial Oriented	Auto Services	9	.87
	Metal Work	9	.93
	Auto Body	6	.91
	Auto Mechanics	6	.96
	Auto Technology	4	.86
	Carpentry Trades	5	.80
	Electrical Work	5	.92
	Heavy Equipment	3	.85
	Concrete Work	5	.87
	Painting and Decorating	6	.83
	Plumbing	7	.91
	Graphic Occupations	7	.72
	Maritime Occupations	4	.86

Table IV-1. (Con't)

Area	Scale	Number of Items	Coefficient
Health Occupations	Dental Assistant	5	.85
	Nursing	8	.82
	Other Health Related	9	.84
Personal and Public Service	Forestry	2	.66
	Recreation	3	.61
	Water	3	.81
	Air	2	.75
	Hotel and Lodging	2	.90
	Law Enforcement	9	.81
	Recreation and Tourism	4	.57
	Firemenship	4	.86
	Child Care	7	.94
	Clothing Management	7	.93
	Food Management	7	.93
	Home Furnishings	6	.83
	Institutional Home Management	7	.82

if a student expressed a liking for a particular job, he received a high score. Thus the weighting of the inventory items was:

strongly like = 4

like = 3

dislike = 2

strongly dislike = 1

which is the reverse of the scale that appears on the instrument presented in Appendix A.

In order to be able to make a comparison between scales on the Inventory, a mean item score was obtained by dividing each raw scale score by the number of items on the respective scale. Percentages of students with a mean item score greater than 3 (like) 2 to 3, and less than 2 (dislike) were computed and are included in this report.

RESULTS

The major objective of this phase of the study was to determine the attitude of students in the metropolitan area of Chicago toward vocational education. More specifically the researchers wished to ascertain if students in the metropolitan area of Chicago were interested in jobs related to applied biological and agricultural occupations. It was thought necessary to measure interest in other areas of vocational education as a base line with which the students' interest in applied biological and agricultural occupations could be compared.

Presentation of the results is based on the area of vocational education for which data were collected. These areas are discussed in turn.

Applied Biological and Agricultural Occupations

The ten scales for applied biological and agricultural occupations included 63 items. Items included on the various scales are shown in Appendix IV-B.

Student interest in the various areas of applied biological and agricultural occupations is shown in Table IV-2. Students expressed the greatest interest in the area of animal science. Here 30.11 percent of the respondents had a mean scale score greater than 3.0. Fourteen percent of the respondents indicated an interest in agricultural business management, 12.45% indicated an interest in agricultural mechanics; 11.65% in plant science; 10.84% in agricultural resources; 10.44% in forestry. Areas of specialization in which less than ten percent of the students indicated an interest were ornamental horticulture, agricultural mechanics, agricultural products, and agricultural supply and service, the percentage being 7.63; 5.62; 2.81; and 2.41, respectively.

Business and Office Occupations

Student interest in business and office occupations was strong for most areas of specialization included on the CII. These data are presented in Table IV-3. Areas in which more than 30 percent of the students had a mean item score greater than 3.0 were advertising services, apparel and accessories, and business data processing. Areas of specialization in which from 20 to 30 percent of the students had a mean item score greater than 3.0 were finance and credit, general merchandising, recreation and tourism, office occupations, and filing and clerical. Included in the range of 10 to 20 percent were business marketing, automotive, food service, home furnishings, industrial marketing, insurance, real estate, and information and communications. Areas of specialization for which less than ten percent of the respondents had a mean score of greater than 3.0 were food distribution, hardware, and transportation.

Table IV-2. Frequency and Percentage for the Various Levels of Student Interest by Specialization in Applied Biological and Agricultural Occupations

Specialization N=249	Like		Undecided		Dislike	
	F	%	F	%	F	%
Animal Science	75	30.11	106	42.57	68	27.31
Plant Science	29	11.65	87	34.94	133	53.41
Farm Mechanics	31	12.45	41	16.47	177	71.08
Agricultural Mechanics	14	5.62	73	29.32	162	65.06
Agricultural Business Management	36	14.46	78	31.33	135	54.21
Agricultural Supply and Service	6	2.41	62	24.90	181	72.69
Agricultural Products	7	2.81	79	31.73	163	65.46
Ornamental Horticulture	19	7.63	106	42.57	124	49.80
Agricultural Resources	27	10.84	139	55.82	83	33.33
Forestry	26	10.44	100	40.16	123	49.40

Table IV-3. Frequency and Percentage of the Various Levels of Student Interest by Specialization in Business and Office Occupations

Specialization N = 249	Like		Undecided		Dislike	
	F	%	F	%	F	%
Business Marketing	48	19.28	96	38.55	105	42.17
Advertising Services	86	34.54	59	23.70	104	41.76
Apparel and Accessories	100	40.16	36	14.46	113	45.38
Automotive	44	17.67	54	21.69	151	60.64
Finance and Credit	51	20.48	68	27.31	130	52.21
Food Distribution	19	7.63	161	64.66	69	27.71
Food Services	39	15.66	54	21.69	156	62.65
General Merchandising	55	22.09	70	28.11	124	49.80
Hardware	24	9.64	48	19.28	177	71.08
Home Furnishings	47	18.88	49	19.68	153	61.44
Industrial Marketing	38	15.26	39	15.66	172	69.07
Insurance	30	12.05	25	10.04	194	77.91
Real Estate	46	18.47	75	30.12	128	51.41
Recreation and Tourism	50	20.08	117	46.99	82	32.93
Transportation	19	7.64	40	16.06	190	76.30
Office Occupations	50	20.08	112	44.98	87	34.94
Business Data Processing	87	34.94	85	34.14	77	30.92
Filing and Clerical	60	24.10	79	31.73	110	44.17
Information and Communications	36	14.46	104	41.77	109	43.77

Industrial Oriented Occupations

Indigenous to the area of Chicago from which the sample of students was taken are a large amount of industrial plants as well as a high population density and thus a high density of automobiles. Hence it would appear that students in the area would be familiar with the type of work done within the industrial plants and with the persons who provide the automotive services and repair.

The data in Table IV-4 do not, however, indicate a higher student interest in the various areas of industrial oriented occupations than for other areas of vocational education. In one area more than one-fifth of the students indicated that they had an interest which exceeded the 3.01 (like) mean cut-off point. This area was auto technology with 26.10 percent of the students indicating that they liked the activities in this occupation.

Occupations in which one-tenth to one-fifth of the students indicated that they liked were maritime occupations (17.27%); auto mechanics (16.87%); auto body (14.88%); painting and decorating (13.65%); graphic occupations (12.45%). Occupations that less than one-tenth of the students indicated that they liked were electrical work, heavy equipment, carpentry trades, concrete work, metal work, auto services, and plumbing. The percentages were 9.64, 9.64; 8.44; 7.22; 6.02, 5.22, and 2.01, respectively.

Health Occupations

The vocational area of health occupations was not included as extensively on the CII as were other vocational areas. Many health occupations areas were represented by only one item. These one-item scales were collapsed into a single scale and are presented as other health related occupations.

In general for the three scales of dental, nursing, and other health related, a significant number of students indicated that they liked the

Table IV-4. Frequency and Percentage of the Various Levels of Student Interest by Specialization in Industrial Oriented Occupations

Specialization N=249	Like		Undecided		Dislike	
	F	%	F	%	F	%
Auto Services	13	5.22	86	34.54	150	60.24
Metal Work	15	6.02	62	24.90	172	69.08
Auto Body	37	14.88	55	22.09	157	63.05
Auto Mechanics	42	16.87	55	22.09	152	61.04
Auto Technology	65	26.10	64	25.70	120	48.20
Carpentry Trades	21	8.44	78	31.32	150	60.24
Electrical Work	24	9.64	50	20.08	175	70.28
Heavy Equipment	24	9.64	40	16.06	185	74.30
Concrete Work	18	7.22	57	22.90	174	69.88
Painting and Decorating	34	13.65	99	39.76	116	46.59
Plumbing	5	2.01	38	15.26	206	82.73
Graphic Occupations	31	12.45	130	52.21	88	35.34
Maritime Occupations	43	17.27	77	30.92	129	51.81

activities included in these occupations. As shown in Table IV-5, 20.50 percent of the students liked the activities included in the nursing scale, 15.26 percent liked the activities included in the other health related scale, and 11.25 percent liked the activities included on the dental scale.

Personal and Public Service Occupations

Scales were included on the instrument which were representative of the broad personal and public services occupational areas of ecology, recreation, police training, firemanship training, and home economics. Numerous students expressed a liking for the activities in each of the areas. As shown in Table IV-6, over one-half (53.42%) of the students liked the activities that relate to occupations dealing with air. Over one-third of the students liked the activities that were included on the occupational scales of water (38.96%); child care (38.96%); and hotel and lodging (37.35%). Occupational areas for which more than one-fourth but less than one-third of the students expressed a liking included forest (30.12%) and recreation (29.72%). Occupational areas for which more than one-tenth but less than one-fourth of the students expressed a liking for food management (23.70%); recreation and tourism (21.69%); home furnishing (20.48%); clothing management (18.47%); firemanship training (14.86%); and law enforcement (13.25%). Less than one-tenth (7.24%) of the students indicated a liking for the activities included on the institutional home management scale.

SUMMARY AND CONCLUSIONS

Presented in this section are a summary of the procedures, discussion of results, and conclusions relating to the vocational interests of ninth-grade suburban students.

Table IV-5. Frequency and Percentage of the Various Levels of Student Interest by Specialization in Health Occupations

Specialization N=249	Like		Undecided		Dislike	
	F	%	F	%	F	%
Dental	28	11.25	69	27.71	152	61.04
Nursing	51	20.50	92	36.95	96	38.55
Other Health Related	38	15.26	103	41.37	108	43.37

Table IV-6. Frequency and Percentage for the Various Levels of Student Interest by Specialization in Personal and Public Service Occupations

Specialization N=249	Like		Undecided		Dislike	
	F	%	F	%	F	%
Forest	75	30.12	52	20.88	122	49.00
Recreation	74	29.72	100	40.16	75	30.12
Water	97	38.96	73	29.32	79	31.72
Air	133	53.42	52	20.88	64	25.70
Hotel and Lodging	93	37.35	17	6.83	139	55.82
Law Enforcement	33	13.25	101	40.56	115	46.19
Recreation and Tourism	54	21.69	119	47.79	76	30.52
Firemenship Training	37	14.86	86	34.54	126	50.60
Child Care	97	38.96	70	28.11	82	52.93
Clothing Management	46	18.47	63	25.31	140	56.22
Food Management	59	23.70	75	30.12	115	46.18
Home Furnishings	51	20.48	90	36.15	108	43.37
Institutional Home Management	18	7.24	101	40.56	130	52.20

Summary

The primary purpose of this phase of the research was to ascertain the vocational interest of ninth-grade students in the suburban area of Chicago. Although the focus of the study was on the area of applied biological and agricultural occupations, it was thought necessary to ascertain the students' interest in all areas of vocational education in order to determine the relative interest in applied biclogical and agricultural occupations.

A random sample was obtained by randomly ordering the schools located in the 46 suburbs contiguous to Chicago, contacting the schools in order of random assignment until four cooperating schools were identified, and randomly sampling approximately 60 ninth-grade students from each school.

An instrument developed concurrently with but not as part of the project was employed to measure interest in five areas of vocational education. Frequency counts and percentages were calculated to summarize the data. Visual comparisons are made among the levels of interest for the various areas of vocational interest.

Results and discussion

Because the major concern of the study was to determine if adequate student interest existed in the suburban area of Chicago to merit the implementation of programs in applied biological and agricultural occupations, results of all areas are discussed in relation to applied biological and agricultural occupations.

In the area of applied biological and agricultural occupations, students expressed the greatest interest in animal science, agricultural business management, agricultural mechanics, plant science, agricultural resources, and forestry. More than ten percent of the students expressed interest in each

of these occupational areas. More than three-fifths of the students were interested in animal science. Considering the size of the schools in the population area, a pool of ten percent or more of students expressing interest in a particular occupational area appears to be ample from which to draw for program implementation.

When the level of student interest was compared visually the areas of applied biological and agricultural occupations compared favorably with industrial oriented occupations and health occupations. The greatest amount of interest was expressed in the areas of business and office occupations and personal and public service occupations. Since the data were not analyzed by sex, only speculations can be made about sex differences. It appeared that occupational areas in which female students might have greater interest were also those in which the greatest number of total students expressed interest. Some of these areas include apparel and accessories and child care.

Conclusions

Conclusions made focus on the feasibility of offering programs in applied biological and agricultural occupations. The relative interest exhibited for other vocational areas was considered in making these conclusions. Conclusions regarding the feasibility of developing programs in applied biological and agricultural occupations in the suburban area of Chicago include:

1. An adequate number of students expressed interest in the areas of animal science, agricultural business management, agricultural mechanics, agricultural resources and forestry to merit the implementation of a program in applied biological and agricultural occupations.

2. Student interest in the occupational areas included in applied biological and agricultural occupations compared favorably with industrial oriented occupations and health occupations, but not with business and office occupations or personal and public service occupations.

3. Interest in the occupational areas in personal and public service that are closely related to applied biological and agricultural occupations such as forest, air, water, and recreation were very high. Thus the possibility of establishing programs in these areas concurrently with applied biological and agricultural occupations allowing for common courses appears appropriate.

4. The development and implementation of a wide spectrum of options in applied biological and agricultural occupations to meet the student interest can best be accomplished by developing courses which are common to the several areas and providing specialized courses as needed.

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APPENDIX IV-A

ITEMS INCLUDED ON SCALES OF THE

CAREER INTEREST INVENTORY

ITEMS INCLUDED ON SCALES OF THE
CAREER INTEREST INVENTORY

Scale	Item	
Animal Science	23.	Care for sick animals.
	25.	Visit a pet hospital.
	60.	Train a horse.
	85.	Milk a dairy cow.
	188.	Raise white mice.
	201.	Own a baby chicken.
	258.	Feed a puppy.
Plant Science	10.	Spray fruit trees.
	69.	Study about insects.
	92.	Grow farm crops.
	111.	Plant trees.
	213.	Pick vegetables from a garden.
	275.	Grow vegetables.
Farm Mechanics	127.	Repair farm equipment.
	190.	Drive a tractor.
	194.	Adjust farm machinery.
Ag. Mechanics	2.	Tune a tractor engine.
	53.	Build a barn.
	121.	Prevent soil from washing away.
	185.	Fix a small gas engine.
	206.	Repair a corn planter.
	237.	Weld on farm machinery.
	255.	Fix a lawn mower.
	257.	Help repair a farm building.
	270.	Wire a barn for electricity.
Farm Bus. Management	21.	Buy supplies for a farm.
	62.	Operate a farm.
	93.	Plan what to raise on a farm.
	145.	Loan money to farmers.
	212.	Own a farm.
Ag. Supply & Services	76.	Take soil samples.
	84.	Sell farm chemicals.
	96.	Sell farm supplies.
	133.	Apply chemicals to crops.
	135.	Mix fertilizer.
	208.	Sell feed.
	282.	Sell farm machinery.

Scale	Item	
Ag. Products	79.	Grade tobacco.
	110.	Test milk.
	117.	Mix feed for animals.
	250.	Inspect meat products.
	266.	Visit a cotton processing plant.
O. H.	12.	Operate a riding lawn mower.
	14.	Figure where to plant trees.
	89.	Transplant flowers.
	107.	Work in a greenhouse.
	141.	Grow flowers.
	156.	Sell flowers.
	164.	Work in a flower shop.
	178.	Repair damaged trees.
	205.	Cut a hedge.
	215.	Trim trees.
	246.	Seed a lawn.
Ag. Resources	57.	Work in a fish hatchery.
	80.	Raise game birds.
	140.	Raise fish.
	169.	Protect wild animals.
Forest	7.	Study the use of forest lands.
	106.	Help a forest ranger.
	120.	Study the use of wood.
	128.	Mark trees to be cut into lumber.
	197.	Grow Christmas trees.
	210.	Help manage a forest.
Child Care	20.	Watch small children.
	35.	Take care of babies.
	101.	Read stories to children.
	109.	Feed small children.
	114.	Supervise children's games.
	150.	Help children talk correctly.
	195.	Learn how children grow.
Clothing Management	18.	Learn about cloth.
	27.	Design dresses.
	71.	Press clothes.
	87.	Remove stains from cloth.
	119.	Select clothing colors.
	228.	Figure cost in buying clothing.
	229.	Sew a dress.

Scale	Item	
Food Management	46.	Decorate a dinner table.
	86.	Manage a cafeteria.
	94.	Serve meals.
	95.	Set a table properly.
	115.	Prepare meals for people on special diets.
	144.	Bake pies.
	218.	Set a table for meals.
Home Furnishings	5.	Fix household equipment.
	22.	Make curtains.
	59.	Match colors in a room.
	155.	Choose floor coverings for a house.
	189.	Select furniture for a house.
	199.	Arrange lighting for a room.
Inst. Home Management, etc.	31.	Wash dishes.
	36.	Plan a family budget.
	131.	Help elderly people.
	196.	Operate a nursing home.
	200.	Clean floors.
	230.	Make beds.
	279.	Check hotel rooms for cleanliness.
Metal Working	3.	Make items from metals.
	43.	Sharpen tools.
	118.	Work in a steel mill.
	134.	Saw metal.
	151.	Bend hot metals.
	153.	Grind metals.
	161.	Weld metals.
	204.	Cut metals with a torch.
	207.	Drill holes in metal.
Auto Services	1.	Pump gasoline.
	4.	Test a battery.
	8.	Install a car muffler.
	28.	Grease a car.
	175.	Drive a tow truck.
	232.	Sell oil products.
	245.	Fix a flat tire.
	261.	Wash a car.
	276.	Change oil in a car.
Auto Body	16.	Replace car windshields.
	29.	Paint a car.
	122.	Figure the cost of repairing a damaged car.
	129.	Prepare cars for painting.
	147.	Repair a wrecked car.
	182.	Replace a car fender.

Scale	Item	
Auto Mech. Work	54.	Work on an engine.
	68.	Repair car generator.
	81.	Check engine RPM.
	165.	Repair a car transmission.
	238.	Use engine testing equipment.
Auto Technology	65.	Test car brakes.
	139.	Try out new types of cars.
	222.	Find out why a car won't start.
	251.	Test new kinds of engines.
Carpentry	49.	Repair a roof.
	74.	Use a power drill.
	90.	Saw a board.
	163.	Drive nails in wood.
	253.	Build a house.
Electrical Work	177.	Test electrical wiring for defects.
	214.	Put electric wire in a house.
	256.	Figure cost of wiring a house.
	273.	Hang an electrical light.
	280.	Splice electrical wires.
Heavy Equipment	63.	Drive a concrete truck.
	158.	Operate a crane.
	269.	Operate a bulldozer.
Cement Work	137.	Build a fireplace.
	166.	Mix concrete.
	170.	Build a concrete block wall.
	180.	Pour a concrete walk.
	183.	Finish a concrete floor.
Painting & Decorating Jobs	146.	Finish woodwork.
	198.	Mix paint colors.
	248.	Help hang wallpaper.
	262.	Prepare wall for painting.
	265.	Paint a room.
	271.	Clean painting tools.
Plumbing Jobs	26.	Lay drain tiles.
	64.	Cut pipes.
	97.	Connect copper pipes.
	113.	Connect sink to drains.
	154.	Repair faucets.
	160.	Replace water pipes.
	274.	Connect sewer pipes.

Scale	Item	
Graphic Arts	40.	Run a printing press.
	41.	Develop film.
	44.	Design book covers.
	99.	Cut paper.
	187.	Put cover on books.
	202.	Take pictures.
	267.	Work in a printing shop.
Maritime Occupations	70.	Learn about various kinds of boats.
	108.	Work on a lifeboat.
	173.	Work on a tugboat.
	193.	Be a boat engine mechanic.
Business Marketing	56.	Write sales tickets.
	162.	Handle customer complaints.
	216.	Operate a cash register.
	239.	Talk to customers.
	249.	Count items in a store.
Advertising Services	45.	Build displays.
	124.	Work in an advertising firm.
Apparel and Acc.	112.	Sell clothes.
	167.	Model clothes.
Automotive	78.	Sell auto supplies.
	143.	Rent cars to people.
	209.	Own a gas station.
Finance and Credit	100.	Be a bank cashier.
	243.	Work in a loan agency.
Food Distribution	17.	Carry out groceries.
	192.	Sack groceries.
	219.	Sell fruits or vegetables.
Food Services	224.	Sell supplies to restaurants.
	268.	Be a waiter or waitress.
General Merchandise	38.	Manage a store.
	181.	Drive a delivery truck.
Hardware, etc.	226.	Sell lawn and garden equipment.
	277.	Work in a hardware store.
Home Furnishings	220.	Work in a furniture store.
	234.	Sell household equipment.

Scale	Item	
Industrial Marketing	221.	Be a traveling salesman.
	223.	Be a salesman for a large company.
Insurance	235.	Sell insurance.
	272.	Adjust insurance claims.
Real Estate	58.	Manage an apartment house.
	176.	Sell houses for people.
	247.	Buy and sell buildings.
Recreation & Tourism	19.	Sell books.
	217.	Work in a camera shop.
	231.	Sell sporting goods.
	252.	Sell musical instruments.
Transportation	168.	Ship packages.
	264.	Work in a warehouse.
Office Occupations	15.	Keep business records.
	34.	Supervise office girls.
	126.	Send out bills for a business.
	132.	Keep records.
	241.	Write numbers neatly.
Business Data Processing	33.	Operate a computer.
	55.	Punch computer cards.
	82.	Program a computer.
	191.	Read computer results.
Filing, Office Machines, etc.	11.	File letters.
	130.	Operate a duplicating machine.
	149.	File records.
Information & Communications	30.	Work at a telephone switchboard.
	32.	Work at an information desk.
	39.	Prepare packages for mail.
	42.	Deliver office mail.
	102.	Write business letters.
	172.	Sort mail.
	174.	Answer office telephones.
	233.	Type letters.
Dental	61.	Examine children's teeth.
	75.	Talk about care of teeth.
	136.	Help a dentist.
	159.	Make false teeth.
	211.	Take x-rays of teeth.

Scale	Item	
Nursing	6.	Keep medical records.
	50.	Bandage an injured person.
	72.	Be a nurse
	103.	Take blood samples.
	104.	Give medicine to patients.
	186.	Listen to person's heart beat.
	263.	Take sick person's temperature.
	278.	Assist a doctor during an operation.
Other Health Related	51.	Test people's eyes for defects.
	66.	Put clean sheets on hospital beds.
	88.	Take x-rays of bones.
	91.	Give hearing tests.
	142.	Help mentally ill people.
	157.	Care for sick people at their home.
	179.	Fit eye glasses.
	225.	Clean hospital equipment.
	244.	Test blood samples.
Forests	52.	Help fight forest fires.
	227.	Watch for forest fires.
Recreation	13.	Be a hunting and fishing guide.
	24.	Be a park manager.
	281.	Help in a summer camp.
Water	105.	Help prepare water for drinking.
	236.	Help keep community water clean.
	240.	Learn about "water pollution".
Air	47.	Enforce laws to keep air clean.
	67.	Test air for pollution.
Hotel and Lodge	138.	Be a hotel desk clerk.
	152.	Work at a motel desk.
Law Enforcement	73.	Be a state policeman.
	83.	Supervise people on probation.
	98.	Be a detective.
	123.	Work for the city.
	125.	Direct traffic.
	148.	Be a policeman.
	184.	Operate a police radar.
	203.	Testify in court.
	242.	Work in a crime laboratory.

Scale	Item	
Recreation & Tourism	9.	Be a lifeguard.
	37.	Manage a golf course.
	254.	Work in a bowling alley.
	260.	Be a tour guide.
Fireman Training	48.	Be a fireman.
	77.	Drive a fire truck.
	116.	Help prevent fires.
	171.	Fight fires.

APPENDIX IV-B

THE CAREER INTEREST INVENTORY

THE CAREER INTEREST INVENTORY
by Hollie B. Thomas

Name _____ Sex _____Male _____Female Race_____

School _____ City _____ Date _____

What is the occupation of your father (guardian)? _____

What is the occupation of your mother (guardian)? _____

Do you plan to take vocational subjects in high school? _____yes _____no.

What job do you want to have after you finish school? _____
(Please specify)

INSTRUCTIONS

The purpose of this inventory is to provide you with an opportunity to express your opinion about certain jobs or activities. The results of this survey may be helpful in your future course or career planning. The value of this information will be dependent upon the true expression of your opinion. There are no right or wrong answers. Please answer each item the way you truly feel about it; not the way you think it should be answered.

On the following pages you will find a series of jobs and activities. You are asked to express your feelings about how much or how little you would like to do each job or activity even though you might not have done it.

Before answering the items, read each statement carefully and circle 1, 2, 3, or 4 as below.

1 - if you strongly like the job.

2 - if you like the job.

3 - if you dislike the job.

4 - if you strongly dislike the job.

Do not omit any statement. Circle only one number for each item.

Example: Sell tickets in a movie theater.

If you strongly like the job circle 1. (1) 2 3 4

If you like the job circle 2. 1 (2) 3 4

If you dislike the job circle 3. 1 2 (3) 4

If you strongly dislike the job circle 4 1 2 3 (4)

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		Strongly Like	Like	Dislike	Strongly Dislike
1.	Pump gasoline.	1	2	3	4
2.	Tune a tractor engine.	1	2	3	4
3.	Make items from metals.	1	2	3	4
4.	Test a battery.	1	2	3	4
5.	Fix household equipment.	1	2	3	4
6.	Keep medical records.	1	2	3	4
7.	Study the use of forest lands.	1	2	3	4
8.	Install a car muffler.	1	2	3	4
9.	Be a lifeguard.	1	2	3	4
10.	Spray fruit trees.	1	2	3	4
11.	File letters.	1	2	3	4
12.	Operate a riding lawn mower.	1	2	3	4
13.	Be a hunting or fishing guide.	1	2	3	4
14.	Figure where to plant trees.	1	2	3	4
15.	Keep business records.	1	2	3	4
16.	Replace car windshields.	1	2	3	4
17.	Carry out groceries.	1	2	3	4
18.	Learn about cloth.	1	2	3	4
19.	Sell books.	1	2	3	4
20.	Watch small children.	1	2	3	4
21.	Buy supplies for a farm.	1	2	3	4
22.	Make curtains.	1	2	3	4
23.	Care for sick animals.	1	2	3	4
24.	Be a park manager.	1	2	3	4
25.	Visit a pet hospital.	1	2	3	4
26.	Lay drain tiles.	1	2	3	4
27.	Design dresses.	1	2	3	4
28.	Grease a car.	1	2	3	4
29.	Paint a car.	1	2	3	4
30.	Work at a telephone switchboard.	1	2	3	4
31.	Wash dishes.	1	2	3	4
32.	Work at an information desk.	1	2	3	4
33.	Operate a computer.	1	2	3	4
34.	Supervise office girls.	1	2	3	4
35.	Take care of babies.	1	2	3	4
36.	Plan a family budget.	1	2	3	4
37.	Manage a golf course.	1	2	3	4
38.	Manage a store.	1	2	3	4
39.	Prepare packages for mail.	1	2	3	4
40.	Run a printing press.	1	2	3	4
41.	Develop film.	1	2	3	4
42.	Deliver office mail.	1	2	3	4
43.	Sharpen tools.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
44.	Design book covers.	1	2	3	4
45.	Build displays.	1	2	3	4
46.	Decorate a dinner table.	1	2	3	4
47.	Enforce laws to keep air clean.	1	2	3	4
48.	Be a fireman.	1	2	3	4
49.	Repair a roof.	1	2	3	4
50.	Bandage an injured person.	1	2	3	4
51.	Test people's eyes for defects.	1	2	3	4
52.	Help fight forest fires.	1	2	3	4
53.	Build a barn.	1	2	3	4
54.	Work on an engine.	1	2	3	4
55.	Punch computer cards.	1	2	3	4
56.	Write sales tickets.	1	2	3	4
57.	Work in a fish hatchery.	1	2	3	4
58.	Manage an apartment house.	1	2	3	4
59.	Match colors in a room.	1	2	3	4
60.	Train a horse.	1	2	3	4
61.	Examine children's teeth.	1	2	3	4
62.	Operate a farm.	1	2	3	4
63.	Drive a concrete truck.	1	2	3	4
64.	Cut pipes.	1	2	3	4
65.	Test car brakes.	1	2	3	4
66.	Put clean sheets on hospital beds.	1	2	3	4
67.	Test air for pollution.	1	2	3	4
68.	Repair car generator.	1	2	3	4
69.	Study about insects.	1	2	3	4
70.	Learn about various kinds of boats.	1	2	3	4
71.	Press clothes.	1	2	3	4
72.	Be a nurse.	1	2	3	4
73.	Be a state policeman.	1	2	3	4
74.	Use a power drill.	1	2	3	4
75.	Talk about care of teeth.	1	2	3	4
76.	Take soil samples.	1	2	3	4
77.	Drive a fire truck.	1	2	3	4
78.	Sell auto supplies.	1	2	3	4
79.	Grade tobacco.	1	2	3	4
80.	Raise game birds.	1	2	3	4
81.	Check engine RPM.	1	2	3	4
82.	Program a computer.	1	2	3	4
83.	Supervise people on probation.	1	2	3	4
84.	Sell farm chemicals.	1	2	3	4
85.	Milk a dairy cow.	1	2	3	4
86.	Manage a cafeteria.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
87.	Remove stains from cloth.	1	2	3	4
88.	Take x-rays of bones.	1	2	3	4
89.	Transplant flowers.	1	2	3	4
90.	Saw a board.	1	2	3	4
91.	Give hearing tests.	1	2	3	4
92.	Grow farm crops.	1	2	3	4
93.	Plan what to raise on a farm.	1	2	3	4
94.	Serve meals.	1	2	3	4
95.	Set a table properly.	1	2	3	4
96.	Sell farm supplies.	1	2	3	4
97.	Connect copper pipes.	1	2	3	4
98.	Be a detective.	1	2	3	4
99.	Cut paper.	1	2	3	4
100.	Be a bank cashier.	1	2	3	4
101.	Read stories to children.	1	2	3	4
102.	Write business letters.	1	2	3	4
103.	Take blood samples.	1	2	3	4
104.	Give medicine to patients.	1	2	3	4
105.	Help prepare water for drinking.	1	2	3	4
106.	Help a forest ranger.	1	2	3	4
107.	Work in a greenhouse.	1	2	3	4
108.	Work on a lifeboat.	1	2	3	4
109.	Feed small children.	1	2	3	4
110.	Test milk.	1	2	3	4
111.	Plant trees.	1	2	3	4
112.	Sell clothes.	1	2	3	4
113.	Connect sink to drains.	1	2	3	4
114.	Supervise children's games.	1	2	3	4
115.	Prepare meals for people on special diets.	1	2	3	4
116.	Help prevent fires.	1	2	3	4
117.	Mix feed for animals.	1	2	3	4
118.	Work in a steel mill.	1	2	3	4
119.	Select clothing colors.	1	2	3	4
120.	Study the use of wood.	1	2	3	4
121.	Prevent soil from washing away.	1	2	3	4
122.	Figure the cost of repairing a damaged car.	1	2	3	4
123.	Work for the city.	1	2	3	4
124.	Work in an advertising firm.	1	2	3	4
125.	Direct traffic.	1	2	3	4
126.	Send out bills for a business.	1	2	3	4
127.	Repair farm equipment.	1	2	3	4
128.	Mark trees to be cut into lumber.	1	2	3	4
129.	Prepare cars for painting.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
130.	Operate a duplicating machine.	1	2	3	4
131.	Help elderly people.	1	2	3	4
132.	Keep records.	1	2	3	4
133.	Apply chemicals to crops.	1	2	3	4
134.	Saw metal.	1	2	3	4
135.	Mix fertilizer.	1	2	3	4
136.	Help a dentist.	1	2	3	4
137.	Build a fireplace.	1	2	3	4
138.	Be a hotel desk clerk.	1	2	3	4
139.	Try out new types of cars.	1	2	3	4
140.	Raise fish.	1	2	3	4
141.	Grow flowers.	1	2	3	4
142.	Help mentally ill people.	1	2	3	4
143.	Rent cars to people.	1	2	3	4
144.	Bake pies.	1	2	3	4
145.	Loan money to farmers.	1	2	3	4
146.	Finish woodwork.	1	2	3	4
147.	Repair a wrecked car.	1	2	3	4
148.	Be a policeman.	1	2	3	4
149.	File records.	1	2	3	4
150.	Help children talk correctly.	1	2	3	4
151.	Bend hot metals.	1	2	3	4
152.	Work at a motel desk.	1	2	3	4
153.	Grind metals.	1	2	3	4
154.	Repair faucets.	1	2	3	4
155.	Choose floor coverings for a house.	1	2	3	4
156.	Sell flowers.	1	2	3	4
157.	Care for sick people at their home.	1	2	3	4
158.	Operate a crane.	1	2	3	4
159.	Make false teeth.	1	2	3	4
160.	Replace water pipes.	1	2	3	4
161.	Weld metals.	1	2	3	4
162.	Handle customer complaints.	1	2	3	4
163.	Drive nails in wood.	1	2	3	4
164.	Work in a flower shop.	1	2	3	4
165.	Repair a car transmission.	1	2	3	4
166.	Mix concrete.	1	2	3	4
167.	Model clothes.	1	2	3	4
168.	Ship packages.	1	2	3	4
169.	Protect wild animals.	1	2	3	4
170.	Build a concrete block wall.	1	2	3	4
171.	Fight fires.	1	2	3	4
172.	Sort mail.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
173.	Work on a tugboat.	1	2	3	4
174.	Answer office telephones.	1	2	3	4
175.	Drive a tow truck.	1	2	3	4
176.	Sell houses for people.	1	2	3	4
177.	Test electrical wiring for defects.	1	2	3	4
178.	Repair damaged trees.	1	2	3	4
179.	Fit eye glasses.	1	2	3	4
180.	Pour a concrete walk.	1	2	3	4
181.	Drive a delivery truck.	1	2	3	4
182.	Replace a car fender.	1	2	3	4
183.	Finish a concrete floor.	1	2	3	4
184.	Operate a police radar.	1	2	3	4
185.	Fix a small gas engine.	1	2	3	4
186.	Listen to a person's heart beat.	1	2	3	4
187.	Put cover on books.	1	2	3	4
188.	Raise white mice.	1	2	3	4
189.	Select furniture for a house.	1	2	3	4
190.	Drive a tractor.	1	2	3	4
191.	Read computer results.	1	2	3	4
192.	Sack groceries.	1	2	3	4
193.	Be a boat engine mechanic.	1	2	3	4
194.	Adjust farm machinery.	1	2	3	4
195.	Learn how children grow.	1	2	3	4
196.	Operate a nursing home.	1	2	3	4
197.	Grow Christmas trees.	1	2	3	4
198.	Mix paint colors.	1	2	3	4
199.	Arrange lighting for a room.	1	2	3	4
200.	Clean floors.	1	2	3	4
201.	Own a baby chicken.	1	2	3	4
202.	Take pictures.	1	2	3	4
203.	Testify in court.	1	2	3	4
204.	Cut metals with a torch.	1	2	3	4
205.	Cut a hedge.	1	2	3	4
206.	Repair a corn planter.	1	2	3	4
207.	Drill holes in metal.	1	2	3	4
208.	Sell feed.	1	2	3	4
209.	Own a gas station.	1	2	3	4
210.	Help manage a forest.	1	2	3	4
211.	Take x-rays of teeth.	1	2	3	4
212.	Own a farm.	1	2	3	4
213.	Pick vegetables from a garden.	1	2	3	4
214.	Put electric wire in a home.	1	2	3	4
215.	Trim trees.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
216.	Operate a cash register.	1	2	3	4
217.	Work in a camera shop.	1	2	3	4
218.	Set a table for meals.	1	2	3	4
219.	Sell fruits or vegetables.	1	2	3	4
220.	Work in a furniture store.	1	2	3	4
221.	Be a traveling salesman.	1	2	3	4
222.	Find out why a car won't start.	1	2	3	4
223.	Be a salesman for a large company.	1	2	3	4
224.	Sell supplies to restaurants.	1	2	3	4
225.	Clean hospital equipment.	1	2	3	4
226.	Sell lawn and garden equipment.	1	2	3	4
227.	Watch for forest fires.	1	2	3	4
228.	Figure cost in buying clothing.	1	2	3	4
229.	Sew a dress.	1	2	3	4
230.	Make beds.	1	2	3	4
231.	Sell sporting goods.	1	2	3	4
232.	Sell oil products.	1	2	3	4
233.	Type letters.	1	2	3	4
234.	Sell household equipment.	1	2	3	4
235.	Sell insurance.	1	2	3	4
236.	Help keep community water clean.	1	2	3	4
237.	Weld on farm machinery.	1	2	3	4
238.	Use engine testing equipment.	1	2	3	4
239.	Talk to customers.	1	2	3	4
240.	Learn about "water pollution".	1	2	3	4
241.	Write numbers neatly.	1	2	3	4
242.	Work in a crime laboratory.	1	2	3	4
243.	Work in a loan agency.	1	2	3	4
244.	Test blood samples.	1	2	3	4
245.	Fix a flat tire.	1	2	3	4
246.	Seed a lawn.	1	2	3	4
247.	Buy and sell buildings.	1	2	3	4
248.	Help hang wallpaper.	1	2	3	4
249.	Count items in a store.	1	2	3	4
250.	Inspect meat products.	1	2	3	4
251.	Test new kinds of engines.	1	2	3	4
252.	Sell musical instruments.	1	2	3	4
253.	Build a house.	1	2	3	4
254.	Work in a bowling alley.	1	2	3	4
255.	Fix a lawn mower.	1	2	3	4
256.	Figure cost of wiring a house.	1	2	3	4
257.	Help repair a farm building.	1	2	3	4
258.	Feed a puppy.	1	2	3	4

		Strongly Like	Like	Dislike	Strongly Dislike
259.	Check spark plugs in a car.	1	2	3	4
260.	Be a tour guide.	1	2	3	4
261.	Wash a car.	1	2	3	4
262.	Prepare wall for painting.	1	2	3	4
263.	Take sick person's temperature.	1	2	3	4
264.	Work in a warehouse.	1	2	3	4
265.	Paint a room.	1	2	3	4
266.	Visit a cotton processing plant.	1	2	3	4
267.	Work in a printing shop.	1	2	3	4
268.	Be a waiter or a waitress.	1	2	3	4
269.	Operate a bulldozer.	1	2	3	4
270.	Wire a barn for electricity.	1	2	3	4
271.	Clean painting tools.	1	2	3	4
272.	Adjust insurance claims.	1	2	3	4
273.	Hang an electrical light.	1	2	3	4
274.	Connect sewer pipes.	1	2	3	4
275.	Grow vegetables.	1	2	3	4
276.	Change oil in a car.	1	2	3	4
277.	Work in a hardware store.	1	2	3	4
278.	Assist a doctor during an operation.	1	2	3	4
279.	Check hotel rooms for cleanliness.	1	2	3	4
280.	Splice electrical wires.	1	2	3	4
281.	Help in a summer camp.	1	2	3	4
282.	Sell farm machinery.	1	2	3	4